

SAFETY

NOVEMBER, 1960

Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



Welcome Delegates—

ALTHOUGH this issue's dateline is November, the magazine is fortunately off the press in the middle of October—just in time to enable us to tell you how pleased and proud we are to welcome you to the National Safety Congress and the School and College sessions. We hope this week will be an enriching experience, inspiring you to return next year—with your friends.

We might liken each of you to the lovable (child drawn) Pilgrims on our cover. You, as devotees to safety education and accident prevention, have volunteered your time and expenses to travel to the National Safety Congress. As participants and delegates, you have made a "pilgrimage" to foster a belief: the most effective way to end the wasteful loss of life from accidents is through education.

Everyone's writing for— the Norman E. Borgerson \$50 Award for safety education supervisors

The safety education supervisor who writes the best article for SAFETY EDUCATION will be awarded a \$50 bond. The award will be offered yearly for five years and is open to anyone who has responsibilities for safety in his school or school district. Judges will select the winning article on the basis of content, form and contributions to the field. Articles should not exceed 1,000 words and may be submitted any time before Dec. 31, 1960 to the editor. The School and College Department has named the award in honor of its donor—Norman E. Borgerson.

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XL

No. 3

November, 1960

Editor

Nancy Nupuf Margolis

Assistant Editor

Cynthia Browne

Advertising Manager

Robert O. Jones

Photographer

James B. Lehman

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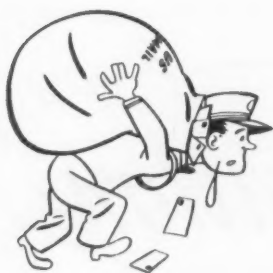


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Mail Box

Gainesville, Fla.—May I take a moment of your time to express my personal and the Florida Committee's appreciation for the fine contribution that your magazine is making to the schools of Florida.

In our Southern Association school evaluation, we put a great deal of emphasis on safety. Your magazine articles, safety lessons and your editorials make a real contribution to the safety consciousness of students, teachers, and administrators.

May I congratulate you on a fine job being well done and offer any help that we may give in this fine work.

C. Lee Eggert
Southern Association of Colleges and
Secondary Schools

Eugene, Ore.—My first purpose in writing this letter is to congratulate you on your excellent magazine. For the past year, we have received over 130 individual subscriptions that we have sent to each individual principal and superintendent whose schools are covered with our insurance. The response to the magazine has been excellent and most gratifying. We have encouraged as many teachers as possible to read its timely and up-to-date articles. Personally, we are hoping that your magazine will carry an article concerning school safety insurance, use and misuse.

Roger Wiley
School Insurance Agents, Inc.

University's liable

Albany, N. Y.—In two recent court decisions, the state university was held liable for injuries to students as a result of negligence by college employees. Awards to the claimants totaled \$12,738.75.

One of the claims resulted from an accident that took place while a teacher supervised the gym class. Half the class was working with the "horse," the other half with a trampoline. At the moment of the accident, the teacher was supervising the trampoline. She had appointed two student assistants, as is recommended by the New York State Syllabus on Physical Education, to supervise the "horse" exercise. The failure of one of the student assistants to properly hold the "horse" was the immediate cause of the accident.

Even though the claimant had been using the "horse" for five years and had been given a demon-

stration of its proper use, the court held that the teacher should be physically present and observing when new and difficult exercises, such as this one, are performed on the "horse." The claimant was not contributorily negligent.

The significance of this case is the precedent which could be established in New York enhancing the philosophy of "abolish all activities which might be in any way hazardous" and undermining efforts of educators interested in teaching youth how to have more and better adventures by taking care of themselves.

Claims for student injuries are currently averaging more than \$200,000 annually and are costing the state university over \$1,200 each month. During the period from 1948 through 1959 court awards averaging over \$14,000 per year have resulted from negligence on the part of college officials and employees.

James F. Nihan
State University of New York

A+ for effort

Austin, Tex.—I have just received the September issue and I would like to give you A+ for the article on "Tall Tales in Texas." You did a splendid job, and as a result, I am mailing separately a new folder on Texas School Traffic Safety Week for this year, set by the Governor on September 18-24.

Lewis Spears
Texas Education Agency

Safety course overlooked

Storrs, Conn.—In the September issue I noticed your listing of College Safety Education Credit Courses. I was disappointed not to see our listing there, since we have taught the course for a number of years and it has been in your previous listings. Apparently, we have failed to send in a questionnaire or we have failed to receive one. The course, taught both semesters, is Physical Education 212, First Aid and Safety Education.

George Van Bibber
University of Connecticut

Grenville, N. C.—I notice in your latest bulletin with college safety education credit courses that you failed to list any from East Carolina College. East Carolina College offers Health 125, Safety Education and First Aid, e quarter hours; Driver Education 300, and Driver Education 360G. The first two courses are undergraduate courses; the last one is a senior-graduate course. Driver education is offered all four quarters. The Safety Education and First Aid, we offer five sections the fall quarter, four sections the winter quarter, and five sections the spring quarter and two sections the summer quarter.

Ralph Brimley
East Carolina College

Washington, D. C.—I have just finished reading the September issue and enjoyed it thoroughly. You certainly do a good job with very practical materials in it.

This material is so excellent I would like to give the benefit of it to all of our teachers and we will definitely suggest that administrators and teachers desirous of more material in the field of safety education should definitely subscribe, for there is much more than we could possibly give them through quoting you in the *School Health* bulletin.

Joyce W. Hopp
General Conf. of Seventh-Day Adventists

SAFETY EDUCATION

Be a Responsible Citizen
VOTE NOV. 8



by Muriel Beuschlein

Science Series

Demonstrating sound, Yolanda Ruggle strikes glasses of water during monthly TV series on energy.

Methods in Focus

SAFETY MEASURES are an integral part of elementary science instruction. But of vastly greater importance is the growth in understanding of scientific principles that underlie safety rules, precautions and practices.

The mere reminders of caution and alertness, the repeated statement of rules, scolding or even nagging about careful behavior, are not sufficient to develop desirable attitudes toward safe living. Instruction is essential, as are examples of safe and thoughtful behavior, but opportunities to suggest solutions, to try them and to participate in classroom experiences are necessary ingredients.

Our goal is not blind obedience to stated rules. It is not rote learning of science facts. Both for accident prevention and for knowledge of science our goal is understanding. With understanding comes behavior that is the result of "thinking through." A situation presents itself; a reasonable solution is derived by thinking through the principles involved; the response or

resulting behavior is an adequate and reasonable one. Of course this is not achieved in one lesson or in one grade. It is a matter of continuous learning experiences that are extended as understanding and knowledge are extended, year after year. As teachers we have the responsibility and the opportunity to stimulate and satisfy our children's natural curiosities and to create and develop in them the desire to recognize and face problems and grow in the ability and the knowledge to solve them.

This philosophy was interjected as often as possible into the scripts for a recent science television series. Not that the listening teachers needed to be reminded constantly of hazards in science teaching. Not that the teachers needed suggestions for incorporating the teaching of safety in the science class. Rather it was because safety and science are learned together and principles important to one area are in many instances essential to the other.

During the school semester beginning February, 1960, a TV program, "Science in Our World Today," was sponsored jointly by the Chicago Board of Education and WGN-TV, Inc. Produced as an inservice series for ele-

Muriel Beuschlein, associate professor of biology, Chicago Teachers College, is former television coordinator for "Science in Our World Today," February to June, 1960.

mentary school teachers of all grades, the programs were designed to supplement teachers' backgrounds in both content and methodology. Each of the 16 weeks was devoted to a different area of science: astronomy, geology, meteorology, physiology and others. Lectures by scientific personnel were scheduled for Monday and Tuesday of each week while on the other three days, suggestions for teaching the particular area were presented for three levels. On Wednesday Patricia Molseed developed concepts appropriate for use with primary children. Yolanda Ruggle, on Thursday, illustrated how the understanding of these concepts were extended in the middle grades. The specific topic for the week was concluded on Friday with Edwin Gale's presentation of the methods of teaching the concepts to upper grade pupils. Thus was illustrated the spiral development of science learning, each step extending and broadening the knowledge and understanding of basic science concepts.

We can not include here all the science principles used to develop safety understanding nor all the safety aspects which were emphasized in teaching science. However, some illustrations might be helpful.

What is reflection?

During the development of simple concepts of light for primary children, reflection from light and dark surfaces was demonstrated with colored construction paper. A box with a black-painted interior was used to present an outdoor scene, and clay figures representing children could be observed playing in the daylight. When this interior was viewed in a dark corner the figures could not be discerned. When white scarves were added to the figures they could easily be distinguished. The concept of reflection had meaning and direct application for the young pupils. From this point they could be encouraged to discuss additional and related points, such as wearing light blouses while playing in the dusk, the purpose of the yellow-slickered patrol guards, the need for reflectors on bicycle wheels, the white lines on the highway and even traffic lights and signals.

Friction and inertia are not just big words for primary pupils. When opportunities for participation are provided, the concepts are understandable and the application to daily activities is made possible. Rolling and sliding friction, illustrated by pushing or pulling sand paper-covered blocks and others mounted on wheels lead to experiences stressing the advantages of friction for walking, running and stop-

ping moving objects. Experiments which help to explain inertia may be performed with small clothespin dolls in a car or a box equipped with wheels. A sudden stop while rolling down an inclined plane and the subsequent falling forward or falling out would dramatically illustrate the action of a body in motion and lead to application of safety measures for playground activities, roller skating and riding in the school bus.

No unit on sound at the primary level would omit identification and discussion of warning sounds such as auto horns, traffic whistles and firebells and sirens, followed by experiences to show how sounds are made and how sound travels.

Same space principle

An exciting demonstration of how two things cannot occupy the same space at the same time was also presented during a TV program. Using dolls made from straw-filled brown bags, a recess dismissal was dramatized. Each child pulled his bag through a simulated doorway—two by two as in ranks. Then they repeated the dismissal with no order. The resulting bottleneck at the door way and the subsequent damage of some paper bags would be a jumping off point to apply this principle to daily dismissals.

The care and proper handling of tools and sharp instruments are essential aspects of a unit on simple machines whether introduced at the primary level or more deeply developed in the middle grades. Application of science concepts relating to the inclined plane and the lever provides some basic understanding of playground equipment and help in understanding safe conduct on it.

When experimenting with electricity in the middle or upper grades, dry cells are invariably used. However, anticipating pupil interest and perhaps duplication of the experiments at home, the teacher needs to stress the difference in house current as compared with the dry cells or small batteries used in the classroom. Perhaps an introduction to the transformer would help to emphasize this precaution. The understanding and use of the transformer to reduce current for home use and further to reduce house current for door bells and toy trains might be one avenue to this knowledge. No unit on electricity would be complete without consideration of science principles underlying safe behavior during a thunderstorm.

Demonstrations and experiences with heat and fire are given more attention in the middle

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BULLETIN BOARD

Staff's basic training

A laboratory safety course is now required for all 90 teaching assistants in the U. of Minnesota's chemistry department. They'll get one hour credit for the 12 hour course, and they'll learn safety procedures and how to prepare students for safe lab work in industry.

Doggone hazards

Stray dogs in Britain are said to cause three times more traffic deaths than drunken drivers. And no one's found a way to educate the canines in safety. Perhaps it's the masters—old as well as young—who ought to be taught the traffic rules.

Ed mag honored

The *Mississippi Educational Advance* won a National Safety Council public interest award for exceptional service to safety. For its series on safety education and accident prevention, the *Advance* became the first state educational journal to win this award. The *National Education Association Journal* received the honor in 1956.

Win with driver ed

A survey of finalists in the National Teenage Safe Driving Rodeo pointed up the fact that 54 per cent of the teens in the first three places had received driver education. Of those receiving first place, 60 per cent had taken driver ed. In the survey and rodeo, sponsored by the U. S. Junior Chamber of Commerce, it was shown that all three top winners in the national contest had received driver training. In 1954, none had.

Take pills on the sly

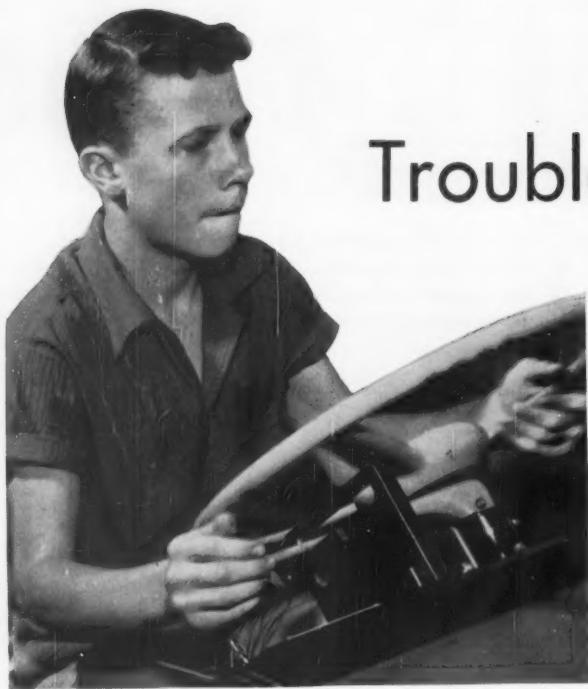
Take pills when children are not watching, lest they imitate you and poison themselves, urges Alfred Koumans, M.D. of Norwalk, Conn. His recent study revealed that seven out of ten children who took a poisonous dose did so after watching adults. Dr. Koumans also tells parents to lock cabinets instead of merely putting bottles out of children's reach. He says children climb to astounding heights to get medicine to imitate elders.

NY driving curfew

A law expected to curtail commercial driving schools was recently passed in New York. Becoming effective Oct. 1, the bill provides that any driver with a junior license (for those under 18 years of age) can't drive at night unless accompanied by a parent.

Cold cure for burns

Ice water or ice cold compresses is the most effective first aid for burns. An article in a recent issue of the *Journal of the American Medical Association* said that ice water relieves pain, reduces redness and blistering and cuts the chance of infection. The chilly treatment must continue until pain disappears.



Troubled in Class —

Teens' problems can hinder their driving ability.

A psychiatrist tells how driver educators may spot these difficulties and suggests ways of helping the students.

THERE is no way of preventing *some* people from having accidents. Nonetheless, if we are awake and knowledgeable and able to translate this knowledge into effective action, we can help a large number of people function more smoothly and more capably, and thereby forestall or eradicate accidents.

The driver educator, dealing with the crucial teenage period of life, is best equipped both by temperament and skill to perceive some of his students' difficulties that could interfere with effective functioning behind the wheel. This awareness must then be followed by an active approach to help the student overcome these problems in as practical a way as possible.

I should like to mention some of the difficulties which may beset both student and teacher in a driver education class, and then will cite some possible solutions.

The "troubled" student lacks long term goals for himself. Impatient with himself when he is unable to learn skills immediately, he shows little or no interest in book learning, rules, regulations, laws and the like. He wants immediate satisfactions and tends to act on impulse; that is, he "acts out" his tension rather

than sustaining it. He will be impatient with, or rebel against authority. He will be distractible in class and may sit and daydream for long periods, apparently not listening to nor hearing what is being said.

These "difficult" students manifest an aggressive core, tend to be non-conforming and negative toward authority. They give the impression of being superior and rather arrogant, but in reality they are just the reverse. They actually feel quite inadequate and quite insecure. They are afraid that they will not do well, that they will lose status with respect to their peers and authority figures.

They may be embarrassed and easily frustrated from real or fancied loss of physical coordination. Thus, although they give the appearance of over-confidence, they are actually under-confident. This surface aggression will take the form of such remarks as "I'm not chicken—just watch me." In behind-the-wheel practice, they reveal a potential for becoming daredevils of the road by going too fast, driving with one hand and trying to stop too suddenly. With their peers in the car, they'll tend to show off and compete for attention and approval.

We can naturally expect some nervousness in all students as they take the auto wheel for

Dr. Margolis is associate professor, Department of Psychiatry, University of Chicago.

Trouble on the Road

the first time. However, some students will evince a prolonged tension, will continue to be jittery, restless, perhaps fearful. In one way or another they manifest overt anxiety, which will interfere with the class. These students may be guilty about things that are far removed from driving cars, but the guilt appears to be attached somehow to the driving process. These are the students who (usually unconsciously) seek out certain ways of punishing themselves and find a ready made solution in car driving. The "guilty" students will make frequent mistakes, set up situations whereby they are the loser and, in general, do not quite succeed.

The driver educator can be a help to his students on an individual basis. He can listen to a particular student talking about his problems. If his confidence is gained, the student will be able to tell the teacher some of his apparent deficiencies, such as "I am all thumbs—I don't know how to fix up my car." If the student feels he can trust his teacher and can ventilate some of his feelings and admit some of his difficulties, then they will not appear as serious as they once did. The driver educator must be alert to temporary emotional stress of a particular student. He ought to talk with the student about it, even refer him to an appropriate source such as his family, his minister, a psychologist or psychiatrist. In this regard he must be aware of signs of anxiety, depression and nervousness.

It is important that the driver educator respect the individual as a person and thus help bring out the person's worthwhileness. The student is preoccupied at this time with his own personal significance and he'll derive much self respect if he feels he has the respect of his teacher. In this connection we can build on the student's self image of being a good driver. These young people want to be proficient and we can appeal to their need to do things well. For example, if a particular student can impress upon "the gang" that it is good to drive

courteously, then he can become a leader among his peers and can lead them toward proficiency.

In certain cases involving the withdrawn student or in cases where there is reason to believe there are problems between father and son, the driver educator can become a "buddy." He may even establish some communication with the student's family and, to some extent, become a member of that family. He will want to talk with the student and possibly with his family about some of the student's ideas for the future. Perhaps some of the broad objectives of a "life plan" can be outlined together.

Finally, it is perfectly legitimate that the driver educator not pass particular students who do not qualify emotionally as good drivers. The driver educator has an obligation and responsibility not only to pass good drivers, but to fail poor ones.

In addition to dealing with the students on an individual basis, the teacher has a unique opportunity to handle students' problems in a group situation. Preferably the groups ought to be 8 to 10 in number. However, this may not be practical in some cases so then the full group of 25 or 30 will have to suffice.

At any rate, a group ought to meet on an ongoing basis (perhaps once or twice a week). This group ought to be largely non-directive in nature enabling the students to come up with certain topics as they wish. The teacher can guide the group when it needs direction, but otherwise can let the students handle their group in a free-wheeling kind of way. Of the many possibilities for group discussion I shall mention several which can be utilized by and in the group.

To become aware of one's body, to develop an interest in reflexes and patterns of behavior is one of the most exciting subjects for discussion. This will often lead into a discussion of the responsibilities that go with growing

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by Ida L. Kern
as told to Cynthia Browne

Teen Court Tries Dallas 'Outlaws'

"LET THERE BE order in the Court. The Juvenile Traffic Court of Dallas is now in session," the 16 year old judge announced. The judge and six other outstanding high school students, functioning as prosecuting attorney, clerk, associate clerk, bailiff and associate bailiffs, hold court each Saturday at 8:30 a.m. for underage traffic offenders.

Supervised by the Dallas Traffic Safety Education Department, Juvenile Traffic Court handles bicycle and pedestrian violators and motor offenders under 14 years of age. Riding double on a bike, riding on the expressway or the wrong way on a one-way street, negligent collision, riding on the sidewalk, jaywalking and hitchhiking are frequent offenses brought to the attention of the court.

Typical court procedure begins when the first name on the docket is read by the young clerk: "Jane X."

Jane, according to the docket prepared by the traffic safety education staff, was given a ticket for walking across the expressway. This is her second offense. Her first was crossing an intersection on a red light.

The teenage prosecuting attorney asks Jane to take the stand and the judge asks her, "Do you plead guilty or not guilty?"

"Not guilty," Jane says quietly and explains her case. After hearing the evidence and studying the docket, the judge, in keeping with the dignity of the court, immediately renders his decision.

"I find the defendant guilty. You must write a 200 word theme on traffic safety. Case dismissed."

Since the court has no actual jurisdiction in the generally accepted sense, it functions primarily in an educational and referral capacity. Its purpose is not only to handle traffic viola-

tions, but also to educate youth on the problems of traffic enforcement. The court tries to help violators develop proper attitudes toward safety and traffic laws.

The severeness of the penalty increases with the number of violations. The first time a bicycle or pedestrian violator is convicted, he is released with a warning and given traffic safety literature. The second offense and conviction requires writing a traffic safety theme. On third violations, parents are notified by letter to appear in court with their child. After trial, the bailiff directs the parent and violator to a uniformed traffic officer who acts as counsellor.

In cases of juvenile motor violators, parents are requested by letter to appear in court for the first offense. They are referred directly to a counsellor by the young judge.

For the first motor offense, the parent is requested to sign a work sheet stating that he is fully aware of traffic laws as they affect him and his child and he understands his legal responsibility to cooperate with enforcement officials.

Juveniles who repeatedly violate traffic laws are referred to county probation officers. Since the officer has received a complete case history prior to the offender's referral date, he has time to study the case and intelligently advise the parent and child.

The attitudes of the defendant and his parents play a major role in the penalty assessed. A disrespectful attitude justifies their being referred to official agencies.

If the juvenile is charged with driving without a license, the parent or owner of the vehicle must appear in adult traffic court for "permitting an unlicensed juvenile to operate a motor vehicle on a public highway." The fine may be as high as \$200.

The functions of each court member are quite clear. The judge presides over the court. He opens the court sessions and explains traffic laws to the defendant. He passes sentence which

Mrs. Kern is the adult advisor to the Dallas Juvenile Traffic Court.

**During the Saturday morning sessions at Juvenile Traffic Court,
bicycle and pedestrian violators and motor offenders under
14 years old present their cases to the teenage judge.**

may be a warning and dismissal, a theme on certain topics, or referral to the accident prevention bureau. He also introduces a uniformed officer, the guest speaker, who relates accident investigation experiences in an interesting talk aimed at the violators.

The clerk collects traffic tickets from defendants as they come forward. If they do not have their copies, he fills out duplicate tickets. The associate clerk checks the attendance of defendants on the docket and is responsible for the accuracy of the referral worksheets. Both clerks prepare the case for the prosecuting attorney.

The prosecuting attorney requests the defendant to take the witness stand. He states the defendant's name and the charge.

The bailiff carries out all orders of the judge. When the defendant leaves the stand, the bailiff gets his name and school. He directs any violators held for referral to the proper place.

Seated at the same table with the bailiff is

the associate bailiff who records the names of the school and the number of defendants in court from that school.

The second associate bailiff is in charge of defendants who must write safety themes. He seats them at the proper place, provides them with pencil and the safety theme worksheet handed to him by the judge. He also answers any questions pertaining to the theme, checks it to see if it's properly written, counts the number of words, hands it in and records it on the docket.

Court personnel is comprised of high school representatives of the Junior Citizens' Traffic commission under the direction of Ralph Fulton, a member of the senior group and driver education instructor at South Oak Cliff High school. The students not only dispense justice to traffic offenders with results that are making Dallas streets safer for everyone, but in an efficient manner, which could set an example for many courts of law ●



Dallas students pose here as judge, prosecuting attorney and bailiffs in the juvenile traffic court.



How many parents and
teachers quench
lovely fires in their
well-meaning safety
warnings to protect
and educate?

by Frederic A. Morris

Soliloquy of a Pyromaniac

OR

Who puts out the fire of
curiosity burning in every
growing child?

Frederic Morris is a teacher at Owego-Appalachin Central School, N. Y. His allegory has been reprinted from the June *New York State Education*.

WHO DID IT? It must have been someone, acting out of individual conservatism . . . or perhaps a group, ignoring the natural esthetic beauty of the thing. I wish I knew, but nonetheless, it's out now, succumbed to the inhibiting, smothering torrents of a powerful and effective extinguishing agent.

I can recall it when it was at its awesome zenith. It had no desire other than to burn on with increasing rapidity, satiating itself with the infinite supply of fuel provided by mystery upon mystery, some with solutions within eventual grasp, others devoid of them.

Why, then, was it quenched?! I find myself compelled to believe that the "volunteers" were called to tend it rather than to do it in, and that from misunderstanding of duty, or (I hope not) from apathy, they restricted its horizons until it expired of its own accord.

I would like to recall, just once again, the exact way in which it began. It began when a chubby, unsure hand reached to explore the features of a mother's face. Then, satisfied in that, the hand reached out to explore and feel everything—a toy, a blanket, the very periphery of its environment. Then came the problem of broadening its environment by means of the development of motor capabilities. "I am here,"

it seemed to think, "but that is not. Perhaps we should get together." Decided upon with unthwartable determination, this goal was achieved. At this point in its growth it is pleasing to those who observe it, and it warms those who love it.

The flame grew—more rapidly and in more directions than its observers may have anticipated. By the time a tiny, unsteady foot moved forward, and by itself supported a complete but teetering body, those who watched had begun, to some extent, to experience panic. The first fire-tender was called in, if for no other purpose than to keep a sharper eye on it. Another step in its development, well worth recalling, was the amazingly rapid growth of a mode of verbal expression. As this acceleration is observed, the tender now becomes more conscientious about his duties.

I can only guess at what began its death. I think perhaps that, if it was not the gift of a coloring book from a doting grandmother, this may well serve as a symbol of the actual tool of destruction. For here is a classic example of the inhibition of imagination. Ducks and cows, all drawn to perfection, provide a deceptive fuel, saturated with what might be the primary extinguishing agent used by the volunteers. "Now stay within the lines" is the usual admonition, "and try to be neat." If this boundary is maintained, the tender relaxes his guard to some extent. The fire is behaving.

Yes, I can recall how rapidly it grew in its beginning, but its decline, however induced, was equally rapid, and sadly, much more permanent. Things must be thus and so . . . "a tree should look like this" . . . "this is the way grown people do it" . . . these and many more are added to the smothering torrent. The tender has control from the beginning, since he possesses answers to many of the mysteries which provide the fire's fuel.

Probably the sharpest decline in the beauty of the flame comes when it is to be "controlled" by professional tenders. These tenders have in their charge a large number of such fires, and their degree of panic (hence caution) is quite extreme. Boundaries become more clearly defined. Praise and reward are given those who "stay within the lines," and there is no tolerance shown the nonconformistic blaze. Soon an attitude is engendered, which, if possessed in the beginning would have changed the thought from "I am here, but that is not. Perhaps we should get together" to "I wish someone would show me how to crawl."

The attitude!! I saw that, too, and see it still. It shows itself in huge black puffs of smoke, rising above the once raging flame. It speaks an unnatural language, which translated says, "Go ahead and feed me what you will. It will not cause me to blaze again. For it has been so long since I knew the satisfaction of choosing and consuming my own fuel that I no longer wish to try. My tender knows the better anyway, and he will give me his knowledge. And I am comfortable—contrary, as I recall, to the feeling I had the last time I stepped outside the lines and reached for my own fuel. I choose to behave and conform to the wishes of my tender."

These embers I presently view with sorrow, still shrouded with heavy black smoke, must contain a spark deep within—somewhere in the heap of ashes. I have tried, and am still trying, to rebuild the blaze to its natural glory and magnificence, so I can watch it jump and roar, and perhaps get out of control.

I am still driven to discover the nature of the extinguisher, so that perhaps I can help to neutralize it before it is used on another beautiful blaze●

SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.



3 3/4" ARM BANDS
Celluloid front—
metal back. Web
strap and buckle
attachment.

No. 33 blue on white
JUNIOR SAFETY
PATROL.

No. 44 green on
white.

SAFETY COUNCIL
PATROL UNIVERS-
SAL SAFETY WITH
TITLE PATROL-
MAN OR CAPTAIN
per dozen...\$6.00

Lots of

25.....35c each

Lots of

50.....32c each

Lots of

100....30c each

SAM BROWNE Belts furnished in the following grade—
adjustable in size. The "Bull Dog" Brand Best Grade for
Long Wear—White Webbing—2" wide at \$18.00 per dozen.
\$1.75 each in small lots.

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Bus Patrol High on Premiums

by Lucy Bishop

TEMPERING the spirits of young-fry just released from a day of school to transport them safely home via the school bus, as well as preserve the sanity of the bus driver, has been a problem, country-wide, ever since the advent of school buses.

In this respect, youngsters at the Children's Rehabilitation Center of the Vermont Association for the Crippled, Inc., in Rutland, are no different from those of any other school. They are *children*, primarily, and in such matters their various handicaps are relegated to second place.

In the spring of 1958, these youngsters became obstreperous enough on the school bus to make it necessary for Mr. "J" to assume the dual role of disciplinarian and bus driver. No driver of a school bus, however capable he may be, can operate his bus safely with half of his attention focused on quelling minor riots being staged behind him. It was clearly evident that some solution had to be found to remedy the situation if safety was to be maintained.

Deciding that this behavior was not just

spring fever, the VAC staff proceeded on the assumption that the problem was due to the students' lack of knowledge as to how a school bus passenger should behave. The consensus was that the best plan would be to provide a clear statement of the performance expected of every child, and to offer a method for teaching him how to share the responsibility for orderly bus behavior. Thus the school bus patrol came into being.

The bus patrol, organized with the assistance of Corporal Lawrence Smith of the Vermont State Police, began to function in May, 1958. Since most of the children had no conception of the meaning of such a patrol or how to put it into successful operation, its performance during the remainder of the school year was of an explanatory and experimental nature.

The following "Bus Citizens' Code" was evolved and carefully explained through demonstrations and introductory practice:

As a good bus citizen I will try to remember, every day, to:

1. Help make an orderly line between school and the bus.
2. Wait patiently in line for my turn to get on the bus.

Lucy Bishop is coordinator of classroom education and kindergarten teacher in the Children's Rehabilitation Center, Vermont Association for the Crippled, Inc.

Handicapped children are no different from any others when it comes to discipline on a school bus. Behavior problems were solved when the youngsters governed themselves with a bus safety patrol.

3. Put whatever I am carrying on the front shelf.
4. Sit in my own seat until the bus stops for me to get off.
5. Talk in a voice that is not too loud while riding in the bus.
6. Get off the bus carefully.
7. Walk in front of the bus when I cross the road.
8. Obey the patrol leader.

No regular patrol was formed at this time, however a rotating patrol program was set up. This enabled each child of adequate age to be a participating "bus citizen" as both patrol leader and passenger and helped him realize the importance of cooperation between both. It also made possible the observation of potential patrol leaders in action. These observations were very helpful in selecting patrol leaders for the next school year.

The following September the present regular school bus patrol was established under Corporal Smith's supervision. It consists of eight members, captain and lieutenant included, selected on the basis of quality of trial performance, age and availability. One patrol leader is in charge of each bus load throughout the day. He is responsible for the orderly conduct of his passengers not only on the bus but in line formations between the school building and bus. It is his duty to see that all safety belts are securely fastened and that any extra possessions are neatly arranged on the front shelf of the bus. He also helps children carry out safety rules such as remaining in seats when bus is in motion, keeping feet and crutches out of the aisle, staying in blocked out area while awaiting arrival of the bus, refraining from crowding and pushing.

The patrol leaders hold weekly meetings at which each leader reports on the status of his detail and has the opportunity to make any suggestions or recommendations which he feels will increase the patrol's efficiency. During the early weeks these meetings were conducted by the supervisor but are now carried on by the captain.

Although the original goal of this plan was to obtain safety through better bus behavior, it has also provided unexpected bonus accomplishments. Several of the children are displaying leadership qualities. Besides developing the ability to size up a situation, to think out constructive suggestions for its improvement and to conduct a meeting creditably, they have acquired quite a sound basic understanding of the business of getting along with people. Most of them have learned, to a degree, how to reprimand without being bossy. They can judge more wisely whether a disturbance *really* merits a report, consequently cutting down on pointless tattling. And they realize that one's "best friends" can deserve a report as well as one's lesser acquaintances. This last has developed the leaders' sense of fair play to an amazing breadth and has gained a great deal of respect for them from their passengers.

Much credit should be given to these "just passengers." They have contributed their bit to the project, also, and it's no small morsel. Although they accepted it reluctantly at first, the majority now tries very hard to conform to the "Code," and their "Good Bus Citizens" stars on the weekly chart are concrete evidence of their success.

In spite of their youth and inexperience the patrol leaders have done an excellent job, discharging their duties conscientiously. Children being children, the cloth is not always smooth. Wrinkles spring up every now and then but are usually ironed out speedily by the patrol members who function with increasing ease and efficiency. By and large the school bus patrol has proved itself to be the solution to the problem. Mr. "J" is now able to devote his entire attention to driving; the school bus patrol takes care of disciplinary problems, and the VAC staff feels deeply indebted to the originator of school bus patrols●

Be a Responsible Citizen
VOTE NOV. 8

Your Big Chance

OWNERS and stockholders are curious people. They like to know what goes on in the places they own.

Soon the owners of the public schools will be invading to ask their whats, whys and whens. These stockholders—the public in general and parents in particular—have their chance during American Education Week, Nov. 6 through 12. They'll want to know the schools' purposes, methods, achievements, needs and problems—and educators are getting ready to tell them. Teachers will have a captured audience to spout forth the important role of education in a democracy. AEW's general theme is: strengthen schools for the 60's.

The National Education Association, who sponsors this week along with the National Congress of Parents and Teachers, U. S. Office of Education and the American Legion, has armed itself for the invasions. A whole kit full of valuable facts about schools, students and their mutual goals will help teachers and administrators answer parents' questions—plus give them reading matter to take home.

Since no one is more concerned about a child's welfare than his parents, you can be sure that there'll be many questions like: Why can't something be done to keep my son from skinning his knees on the playground? There's a real opening to tell parents about your safety education curriculum—and how they can help.

Some ideas that might help you are suggested here under the daily AEW topics:

Sunday—serious students—stronger schools

Parents can question their child about the school fire drills. If they're serious about them, their child will take the cue.

Discuss how children can live an adventurous life—and not get hurt, by learning about hazards, how to handle them and knowing their own limitations.

Show parents how you constantly point out safety ideas in many different school courses—and give them ideas to do the same at home.

Monday—interested parents—stronger schools

Children learn by watching—and when you least expect it. Parents can teach a lot by setting good safety examples at home, and they'll appreciate teachers' suggestions.

PTA meetings are good places to exchange

ideas, such as a lively debate on: when does protection become over-protection?

Tuesday—able board members—stronger schools

Here's a good place for parents to talk about needs, such as sprinkler systems, fire doors and other physical measures to make schools safer. (Sometimes parents need to be reminded.)

If your board handles school transportation, remind members of training needed for bus drivers.

Wednesday—quality teachers—stronger schools

What teachers know about a child is what parents want to know. Don't hesitate to tell them problems you see which could lead to accidents, such as over-aggressive, highly impatient, overly competitive children. This may be difficult, but can be done tactfully and constructively.

Show parents that a child's curiosity can lead to danger, and how to guide it, but not stifle it.

Thursday—ample funds—stronger schools

Wonderful time to convince the public of the dire need for high school driver education. But it takes money. Tell them, for example, that one fatal accident costs the community \$150,000, but driver ed costs only \$45 for one student.

How's your playground equipment? Old, worn out play things are dangerous. Perhaps parents can help raise money to outfit the grounds safely.

Friday—challenging curriculums—stronger students

You might like parents' help in enriching certain studies with field trips to the fire department, police station and traffic court.

Give parents a copy of *Helping Schools Teach Your Sons and Daughters to Live Safely*. Available from the National Safety Council, or reproduce it yourself from the May, 1960 SAFETY EDUCATION.

Saturday—lifelong learners—stronger schools

Through your students and your school facilities, you may interest parents in a first aid course, a refresher driver education course or a do-it-yourself-safety course●

STATE AID FOR DRIVER EDUCATION

As of press time, seventeen states have passed bills providing direct subsidy to high school driver education. Here's a survey of how these states raised and allocated the funds.

by Ivan L. Eland

Ivan Eland is director of safety, Iowa State Teachers College, Cedar Falls.

NOVEMBER, 1960

STATE LEGISLATORS, aghast at the mounting array of injuries and deaths on the highway, are turning to state financial support of high school driver education as a means to help solve the serious traffic problem.

During 1959 state legislative bodies in 32 states considered some type of enabling or permissive legislation (that which enables or permits schools or students, at their own discretion, to establish or take courses in driver education but does not compel them to do so) for financial support of these courses.

In 1957 seven states passed such legislation. Eighteen states considered but failed to enact legislation for reasons which we'll discuss later. On the basis of previous proposed legislation, it may be expected that states will continue to introduce bills for financial support of driver education.

The rapid rise of driver education is shown by the fact that in the four years from 1951, when the state financial support movement was started in Pennsylvania, to 1955, only seven states (California, Pennsylvania, Louisiana, Maine, Florida, Michigan, and Delaware) passed such legislation. Yet in 1957 seven more states joined the roster of states which support high school driver education with state funds! In 1959 two more states were added and thus far in 1960, one more state, bringing the total to 17 states that provide direct subsidy to schools.

What are the provisions of driver education bills that passed and became law? Why did proposed legislation fail in some states? What methods were used to solicit public support, so necessary in passing any type of legislation? The Driver Education Section of the National Safety Council surveyed states to answer these questions. A brief summary of the legislation passed in the 17 states is contained in the box on the next page.

State support is the boost that driver education programs need now throughout this country: Here's some good proof: in four of the states which passed enabling or permissive legislation in 1955, the number of schools offering driver education increased by 75 per cent, although the national increase in schools offering the program was only 17 per cent. These four states also increased their number of students trained by 141 per cent in the face of a national increase of only 22 per cent. Remember—these laws do not compel the schools to offer a course nor do they compel a student to take the course in driver education.

How did the states find the money to sup-

port these programs, and how is the money distributed?

All the legislative proposals, those passed and those defeated, fell into eight fund raising categories. Funds are raised: (1) through general

appropriation or general school funds; (2) by increasing the fee for a driver license; (3) by increasing the vehicle registration fee; (4) by increasing or using part of the established fee for chauffeur licenses; (5) by applying fees

STATE FINANCIAL SUPPORT OF HIGH SCHOOL DRIVER EDUCATION

<i>State</i>	<i>Year</i>	<i>Source of Funds</i>	<i>Distribution of Funds</i>
Pennsylvania	1951, 1957	\$2 increase on learner's fee.	Minimum of \$10 per trained pupil—now based on fraction unit divided into \$32.
California	1953, 1957	Separate law provides a penalty assessment of \$1 for every \$20 of traffic fines (or fraction thereof).	75 per cent of the excess cost not to exceed \$35 per pupil.
Louisiana	1955	By general appropriation.	50-50 matching with a maximum of \$15 state aid.
Maine	1955, 1957	By general appropriation.	\$10 per trained pupil.
Florida	1955, 1957	25c added to annual driver license fee.	Distributed on basis of a unit equals 175 students trained—\$400 for teacher's salary; \$300 for equipment.
Michigan	1955	\$1 added to each driver license fee (every 3 years). 35c added to the annual chauffeur license fee.	Up to \$25 per trained pupil.
Delaware		State Department conducts program.	
Utah	1957	\$1 on every motor vehicle registered.	Up to \$30 per trained pupil (regardless of passing grade).
New Hampshire	1957	\$5 service fee for initial number plates (personal initials on license plate) in addition to regular license plate fee.	As yet, no funds have been allocated to schools.
W. Virginia	1957	Specially appropriated funds.	As yet, no funds have been allocated to schools.
North Carolina	1957	\$1 added to every motor vehicle registered.	Proportionate share of funds based on school administrative unit's current annual enrollment of eligible pupils.
Oregon	1957	\$1 added to driver (2 years) and chauffeur license (1 year).	75 per cent of the cost of conducting the course up to \$20 per pupil enrolled.
Connecticut	1957	Driver license increased from \$2 to \$5.	\$10 per student enrolled in course—if payments exceed available funds, monies can be obtained from general fund.
Illinois	1957	Raised driver license fee from \$1 to \$3 (3 years).	Up to \$40 per trained pupil (\$8 classroom—\$32 practice driving).
Wisconsin	1959	Issued chauffeur license for first time. \$2 for new, \$3 for renewal.	Prorated on number of students trained per school year.
Kansas	1959	50c permit and increased operator license fee.	Prorated on number of students trained per school year.
Rhode Island	1960	State appropriation of \$30,000.	Prorated on number of students trained.

NOTE: Indiana is not included in the above list because its funds have been appropriated only for promotion of driver education.

from learner permits; (6) by increasing fines for violations; (7) by charging an additional fee of \$5 for special license plates bearing the car owner's initials, or (8) by a combination of any of the above.

Distribution to schools has been handled in two ways: funds allocated to schools either on a per-pupil-trained (\$10 through \$40) basis, or on the basis of teacher's salary and equipment. Sometimes the state stipulates that the student successfully complete the course. In others, the state pays the subsidy on the basis of the number of students enrolled in the course.

Almost as important as the bill itself, when legislature time comes around, is the publicity given to the proposed law. Several excellent methods were used to inform the public of the problem of financing good programs of driver education and to solicit its support in passing the legislation.

Illinois and Louisiana computed a county by county survey comparing the cost of accidents with the cost of driver education for all eligible students. North Carolina made up a kit of 15 cards explaining the what, why, how and when of financing driver education in that state. The Texas Federation of Women's Clubs provided over 600 roadside billboards promoting financial aid to driver education. Regardless of what type of publicity is used, however, it is important that all state and local organizations work closely together to inform the electorate.

Let's look at some provisions of the bills:

► Six legislative proposals would require all people under 18 years old to complete a course in driver education before a license could be issued. The bill which became law in Connecticut carries this provision. So does the Michigan driver education law.

► In some states, the subsidy would not be paid until the students had passed the course successfully. In others, the state paid on the basis of the number of students enrolled in the course.

► Almost all the bills made the state department of education responsible for administering the program and setting rules and regulations.

► A few states required the student to be enrolled in a course of driver education before he could take the behind-the-wheel instruction.

► One or two states limited the time the law was to be in effect, while all other states made it a continuing program from a specified date.

► Many proposals provided for a coded designation

for students who are licensed after a course in driver education.

► One or two states proposed that driver education be required for graduation.

► A few states passed legislation regulating commercial driving schools.

► Michigan enacted legislation authorizing county driver-improvement schools.

► Connecticut's bill provides that if the fund in any year is insufficient to cover the entire driver education aid needed, the remainder shall be paid from the general fund.

► Only one state stipulated that credit be given for the course. The legislation was passed.

► Quite a few states considered legislation providing financial aid to private, public and parochial schools offering driver education. One or two signed this aid into law.

► One state passed legislation authorizing schools to purchase driver education cars.

Here are a few of the reasons for the defeat of proposed legislation:

(1) A few educators and their associations opposed passage because they felt it encouraged the state to dictate subjects taught in the schools.

(2) Some legislators were concerned about appropriating state funds to parochial schools, while others believed that the legislation would miss its goal unless all students were given an opportunity to take driver education.

(3) Many states felt that the legislation was defeated because of the last-minute rush in meeting the deadline for adjournment.

(4) In a few states, the bills were opposed because they "earmarked funds" for special purposes.

(5) In one state, the legislation would have been too difficult to administer.

(6) In some states, the reason for defeat was a failure of advance publicity.

(7) In one or two states, the bill was so long and the language so complex that the legislative committee could not understand it!

People who intend to propose and pass driver education financial support bills in the future should study carefully the reasons why driver education bills have been defeated. They should also examine the methods used in the successful states in publicizing the proposed legislation and enlisting public support. Remember: classroom courses in driver education should be financed from the same source and in the same manner as classroom courses in other subject fields●

Circle K Adds

STUDENTS driving home last Thanksgiving from Bethany Nazarene College in Oklahoma were surprised to find their windshields clean with neatly printed stickers affixed.

The windshields had been washed, at no charge. The stickers read, "We took the time to wash your windshield; you take the time to drive home safely. Bethany Nazarene College Circle K Club."

In this and a score of other ways, a relatively new campus organization is putting punch in the continuing battle against highway accidents. And their work is not confined to automotive safety. They concern themselves with safety in the home, in the classroom and on the campus as well.

The organization is Circle K International, a college men's service organization sponsored by Kiwanis International. Circle K clubs perform the same service on the campus as their sponsors do in the adult community. And some of their work spills over into the host community, too.

Because some of the best planned safety campaigns fail for want of "local arms" to carry them into action, and because Circle K clubs can so easily become those "arms," it was inevitable that they should do so. Their efforts have been highly successful.

For example, the Circle K Club of McCook College, McCook, Nebr., realized that there were hundreds of accident potentials in the students' apartments around McCook. The college does not have regular dormitories. First, the young men talked about safety in living quarters; next they put up posters; finally, as a climax to their campaign, they organized a safety inspection committee. With the approval of college authorities and student council, they inspected all dwellings for safety conditions.

So important is safety work to Circle K that, for two consecutive years, delegates to its international convention have adopted safety as one of their over-all objectives for the period. The 1958-59 objective on safety read, "To promote effective safety action on every Circle K campus." The 1959-60 objective said, simply, "Support safety programs."

To support clubs in carrying out their safety

objectives, the headquarters of Circle K International has produced a special bulletin entitled, "Safety Activities for Circle K Clubs." The School and College Department of the National Safety Council assisted in the undertaking.

Typical of their effort is the activity of the Circle K Traffic Committee of Southeastern Louisiana College in Hammond.

The committee was established in 1956 because of a shortage of security police on campus. It reports student traffic violations and communicates to the student body "the seriousness of this student-created problem." The president of Circle K appoints a traffic committee chairman annually who serves throughout the school year. Three new members are selected each month to assist him. (College students, of course, cannot take too much time away from their studies). During the school year the entire membership of the club—currently 24 men—participates in the program.

Members of the committee issue courtesy tickets to drivers to insure that every automobile is properly parked in assigned areas and registered with the college dean. Penalty tickets are given to drivers who violate the college traffic code.

Louisiana seems to be a fertile ground for Circle K traffic safety work. The Circle K Club



Circle K committee checks traffic patterns at Southeastern Louisiana College to help ease congestion.

John McGehee is director, public relations department, Kiwanis International, Chicago.

Local Arms

of Louisiana College at Pineville carries on a similar project. Principal problem there was the congestion caused by too many cars, poorly delineated parking areas and lax enforcement of over-time parking regulations.

Of the work of this Circle K club, the Louisiana College *Wildcat* commented editorially: "The members of the Circle K club, the administrative authorities and all those connected with the registering of cars and the solving of the parking problem are to be congratulated. They have done a fine job. It isn't so hard to find a parking place any more—and when the parking lots are finished there shouldn't be any parking problem at all."

The Circle K Club of Kansas University recently cooperated with the Lawrence, Kan., Traffic commission in running a traffic safety survey of the city. Their work included measuring the number of feet of visibility at dangerous intersections and the number and type of obstructions located there. Circle K members involved in the project were all engineering students—who sharpened their profession skills while they served the community.

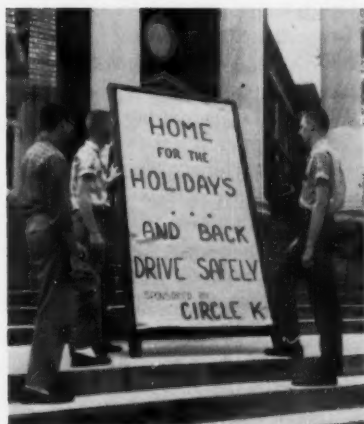
Circle K members at Carthage College, Ill., erected five speed limit signs on the school's horse shoe drive to help control automotive and pedestrian traffic. They report tremendously increased safety for the once-dangerous area.

Because college students are traditionally less inhibited than their elders in the quality of their campaigns, they employ unusual methods and clever slogans to get the "safety story told."

At Michigan State University, members of Circle K, working with their sponsoring Kiwanis Club, placed 650 safety signs over Lansing's parking meters.

At Transylvania College in Lexington, Ky., Circle K clubbers spearheaded a "safety week." They started proceedings with a kick-off dinner. The president of the college was the principal speaker. Next, a safety-poster contest was announced. All organizations were asked to submit entries during the week. Then came a chapel session devoted to safety, which featured a Circle K produced skit and a safety film. The safety-posters, as they came in, were placed on display around the campus for the remainder of safety week.

In these, and other ways Circle K members are daily adding the strength of their "local arms" to effective safety campaigns on college campuses. As Circle K grows in size and influence, the organization gives every indication of placing itself more solidly and more successfully in the important field of safety on the college campus. ●



University of Alabama group promotes Circle K holiday traffic safety campaign.

NOVEMBER, 1960



Members place windshield stickers on fellow student's cars at Bethany Nazarene College reminding owners to take time to drive home safely.



WHAT SHALL I teach for safety? There is so much to cover. Shall I, as an elementary grade teacher, try to span the gamut with my pupils so I will be sure they have been exposed to all the information that I think they should have? Shall I tell them the dreadful consequences if they don't remember all the important safety facts? Will I be remiss if I concentrate on safety practices that seem to need attention as I and others on the school staff have observed their actions?

Weighty questions, these! Children are such complicated beings. Most of them answer my questions correctly so they seem to know. And yet, Barbara ran between cars out on the street yesterday. We talked about the dangers of doing that when my class started in September. Our bus driver said he was having difficulty too. The boys and girls in my class were letter perfect on the day when we discussed bus safety.

We have so much to cover! Am I to think that these youngsters are being obstinate willfully? What makes them so contrary in their actions? It certainly is not what I thought I had taught.

Our school nurse just telephoned to tell me that Barbara's mother has been sick. Perhaps that is why she was mixed up yesterday and ran into the street. I must remember that in making my plans for safety teaching. There are so many reasons why children act as they do. When I have a headache, I don't think as clearly as I should. I should remember that when I'm puzzled about what makes Tom, Dick, Mary and Lou act as if we never had a safety lesson.

Scolding and threatening haven't improved these situations. Nagging hasn't resulted in improvement in keeping materials in order and

Mary Rappaport is associate, school health education, State Education Department, Albany, N.Y.

Quantity or Quality?

where they belong. That makes me wonder what they do at home. We keep hearing about so many home accidents. The children ought to tell their parents to keep their homes tidy—that they are told to do so at school. Wait a minute! Would I like it if Tom, Dick, Mary or Lou lambasted me and said I was doing a miserable job of teaching? I imagine the mothers of those youngsters would be infuriated if they implied the parents didn't know their own responsibilities.

That will not get us anywhere. I must try to do it in a more constructive way. Let's see—why not get all the parents together when we have our school entertainment. We could have a friendly chat and I might ask how they have solved some of the problems at home.

Would it help if I told them about the time Irene caught me crossing the street when the light was red? It taught me a lesson about the extent to which my actions might be imitated. We could talk about some other examples of safety practices which I am sure they can cite. It might be a way to show them how important it is for parents and teachers to work together to get results.

And that brings up another problem that we ought to discuss. How can this community provide safer places for children to play? Boys will play ball and if there isn't any other place, they'll use the street. We might put up signs "Children Playing." We might have a playground supervisor here at school after hours. We might be able to close off some streets at certain hours. The parents might have even better ideas.

I am going to ask them for volunteers when we go on our trips. I remember the time we went to the dairy and the manager told the group about the importance of watching whenever there were slippery places on the floors.

Lucy said she had fallen down several times when she had spilled some water and hadn't mopped it. That gave us a chance to talk about waxed floors, leaving objects on stairs and in other places where they don't belong, about slippery leaves and banana peels. We had an interesting discussion on how to avoid bumps and bruises caused by falling. And Lucy's mother listened so intently. Not long ago, she and I were talking about that trip. She said she learned a lot from the experience.

My goodness! My thoughts seem to be leading me on and on. I still haven't tackled the problem the bus driver is having. I guess we will have to go back in our planning and actually practice getting on and off the buses properly. We know that telling the boys and girls once or twice isn't enough. It might be a good idea to discuss the whole problem and have some actual demonstrations.

Perhaps those new pupils from school _____ haven't learned through actual practices as have the pupils who have been in this district all their school lives. As I look over the list of new pupils, they are the ones who have been causing difficult, unsafe situations. I think I'll talk to each one of them. Maybe there is a reason behind the way they are acting. I should know more about how they are getting along in the group. I also will have to find out more about their home situations. That may give us some clues. I must be sure to look at the notes from their health appraisal tomorrow. It is barely possible that they may have difficulty in hearing. I remember Jane and how the situation improved after we moved her nearer to the front of our classroom.

It seemed so much simpler at first before I tried to teach. I thought the pupils would read their safety books. Then they would color pictures sometimes. We might give some plays

to page 30

Snowed In? Not This Meeting!

by Ruth J. Thompson



A STAY-AT-HOME safety party—are you wondering what this could be? This project was used in lieu of holding a regular January PTA meeting. Besides promoting safety, it also served as a money raising project for the York High PTA in Elmhurst, Ill.

What kind of a PTA program can we plan for January? Year after year it seemed as if the weather was out to sabotage the PTA with blizzards or sleet storms on the night of the January meeting. Much preparation would go into the program; often the speaker would risk his own safety by coming to the meeting to speak to a handful of people who either were brave enough or foolish enough to venture out.

How many people come to a meeting when the announced program topic is safety? Human nature being what it is tends to make some people believe that safety is for the other fellow. You and I know that next to highway accidents, home accidents are the highest.

When the idea of the stay-at-home safety party was suggested, the committee said: "All-right, but what is it?" We suggested that a home safety check list be prepared and sent to each home for families to use in checking their homes for hazards. This inspection could be held the night of the regularly scheduled meeting. In addition, this project could raise

money by asking parents to donate the amount they would spend if they were going out for the evening.

Immediately approved, the project was set in motion. Firstly, we developed a check list by using resource material from the National Congress of Parents and Teachers' safety publication, *Signals for Safety*. The check list consisted of 65 items, covering such things as:

- ▶ **In the kitchen**—*To avoid falls*: keep a sturdy step stool or ladder ready to use in getting objects down from high shelves. *To avoid burns, scalds, fire, explosion*: place your stove away from windows where curtains might blow and catch fire. If you suspect a gas leak, apply a soap solution at the opening of the gas pipe. If bubbles form there is a leak. Call the gas company at once. *To avoid electric shock and electrical accidents*: have worn cords replaced immediately. *To avoid cuts and lacerations*: store knives in a knife rack out of children's reach.
- ▶ **Living room**—*Guard against tripping*: arrange furniture and lamps so that the family can move about freely without running into footstools, low tables or electric cords. *Guard against fire*: use a screen when there is a fire in the fireplace.
- ▶ **Bedroom**—*To prevent falls*: have light switches at the door and by the bed. Provide a flashlight if it is impossible to have an electric lamp or switch at the bedside. *To prevent fires*: never smoke in bed.

Mrs. Thompson is program chairman of York High PTA and safety chairman of Elmhurst PTA Council, Elmhurst, Ill.

Weather can sabotage any January meeting. And if it's a PTA group discussing safety, the odds are even higher that people won't show. Here's a meeting fully attended because everyone stayed at home.

► **Bathroom**—*To avoid falls*: have a sturdy handrail by the tub. *To avoid burns, scalds or electric shock*: set the automatic hot water heater so that the water will be about 125 degrees or below scalding. *To avoid poisoning*: identify all poisonous medicine by putting adhesive tape over the top or sandpaper around the bottle.

► **Attic, storage space**—*Take the following precautions*: avoid accumulations of old newspapers, cartons, rags and other rubbish. Clean out rubbish periodically.

► **Basement**—*Heating unit*: have the unit, flues, chimney and stove pipes cleaned out and inspected annually.

► **Stairways**—*Avoid tumbling into trouble*: remember that safe stairways have handrails, are kept in good repair, are well lighted with switches at both top and bottom, are kept clear of toys, brooms, etc., and have overhead obstructions painted white.

► **Porch**—Keep porch steps and walks clear of ice and snow, children's toys, bicycles, roller skates, and so on.

► **Firearms**—*Guns are almost irresistible to youngsters*. If you must have them at home, keep them under lock and key. Be sure the gun is unloaded before putting it away. Store ammunition and guns in separate places.

The above items were just a few of those included in the check list. The school administration was most cooperative and provided the mimeographing. Both sides of legal sized paper were used. The color of the paper used was yellow—to denote caution.

A covering letter, and a self addressed envelope accompanied the check list which was sent to every home in York High School. It pointed out that "every year approximately 28,000 men, women and children are killed accidentally at home. About one half of the accidents that kill children under 15 occur at home. Burns and falls account for most injuries and deaths, but poisonings, firearms accidents and suffocation exact a frightful toll. About twice as many people are killed at home as in accidents while working."

Families were asked to make a trip through their house, room by room, checking for hazards and correcting them. A safety check is no good unless something is done about it. A tear sheet included at the bottom of the letter was returned to the PTA. It contained the following items which were checked Yes or No. We took part in the stay-at-home safety party. We found some hazards that needed to be corrected. We corrected the hazards. We will correct the hazards. We feel this was a worthwhile project. Comments _____ Name _____ Class Section (Sr. Jr. So. Fr.)

Along with the answers on the tear sheet, the parents were asked to send in their PTA donation, the amount they might have spent if they had gone out for the evening. The donations received ranged from \$1.00 to \$5.00.

The majority of parents returning the tear sheet had conducted the safety check and had found hazards to be corrected. Some indicated that they had already corrected the hazards, while others said they had made arrangements to have them taken care of. It was a consensus of opinion that this was a worthwhile project. We had only one objector, or one who just didn't understand. He commented, "What in the world does this have to do with PTA?" Parents and teachers have a responsibility to teach and preach and most important of all to set good examples for safety so as to reach the youth who will be the future homemakers of tomorrow.

Most persons were enthusiastic about the program and thought it worthwhile. One commented: "We never realized that some of these things were hazards until they were brought to our attention on the check list." Another said, "This was a fine family project. It was a good learning experience." "We used the check list for a boy scout project in our home," commented another parent.

The stay-at-home safety party proved to be a financial success. But more than that the committee felt that this was a worthwhile project which contributed to the safety of many of its members. Why don't you try it?●

Troubled in Class—Trouble on the Road

from page 7

up. For example, the need and ability to pay for one's own gasoline, to buy one's own car, to help pay for the upkeep of this car, to be in charge of washing the car and in general maintaining it in a satisfactory fashion—all of these things help students develop a pride in themselves and in their accomplishments.

The students of course must be motivated to do these things and to take care of their car and their friends and themselves. In this regard, they should be helped to understand that accidents *can* happen to them or their girl friend or someone close to them. They could talk over ways that accidents happen. They might consider the terrible psychological cost of a new arm. Even the cost of a new fender is something that these young people must take seriously and deal with realistically. It is nice to have a car and be able to use it, and date, and go for a ride, and these positive things must be brought out to motivate students toward being aware of their behavior.

It will be important in the group to encourage sports and activities that imply interaction. That is, doing things with others rather than "lone wolf" types of activities. The group may be oriented toward thinking, planning and deciding together, and when decisions are made, it is well to be quite specific and concrete and definite about what has been decided. Nebulousness, vacillation and indecision must be replaced by definitive action. If each student is

made to feel a part of the group, is able freely to express his feelings, then the above will be much easier to fashion.

Other topics that can be productive in a group situation include the following: a) Accidents are not accidental; a minor accident is as important as a "major" one. The reasons for a minor accident may be the same and may presage a more serious one later on. b) As the students begin to feel they "know how to drive," are "good drivers," it is helpful to concentrate on the unexpected occurrences that take place while driving. In this connection the driver educator could draw from his own personal experience. (E.g., what does one do when a car suddenly pulls out from a side road without warning as you are coming down the highway at 55 mph?) c) Talk about periodic inspections of one's own car and that of other students. In this way a healthy competitiveness, not a destructive one, can be set up. d) The whole subject of anger and angry feelings can be discussed. (E.g., the hazards of driving while angry.) (How does one know when he's angry?) e) What does "acting out" mean? How is this related to having feelings and keeping them inside or expressing them outwardly? f) A discussion of frustration tolerance, how to control one's self, having patience, delaying gratifications. g) Discussing some of society's laws, society's mores, or one's own individual mores and values. What are the limits that society must set for the individual and which the individual must set for himself? h) The whole subject of competing with one another. i) Some discussion of self concept. What is, the students should be helped to learn to look at themselves and understand what some of their own actions and feelings mean in reference to driving a car.

Students must understand the factors influencing driving before they'll be good drivers. An awareness on the part of the driver educator of some of the potential and actual problems of his students is, therefore, a necessary and worthwhile commodity in his driver education class. Armed with this knowledge and a reasonable degree of sensitivity, the driver educator may then provide a meaningful experience for his students and may enable them to function as safe, solid citizens both on and off the road. ●

Houston—Second

Houston had the second highest number of schools on the 1960 National School Safety Honor Roll. Philadelphia was first highest. Pittsburgh was third, not second as originally reported in the listing carried in last month's issue of SAFETY EDUCATION.



safety education
data sheet no. 11 rev.

School Buses — Administrative Problems

General Data

1. Nearly 11,700,000 students were transported daily to the schools of the nation in 1959, according to the Annual Inventory of Traffic Safety Activities. They traveled to and from school on about 170,000 school buses and several thousand passenger cars regularly used in this work.

2. This means that about one-third of all students enrolled in public elementary and secondary schools are transported to school on buses owned or contracted for by boards of education. While exact figures are not available, it is almost certain that the percentage of the total public school budget allocated for transportation is higher than the previously listed total percentage of almost 5 per cent. In 1958, 358 million dollars were spent over the country to transport pupils to and from school.

3. In 1960, it is estimated that more than 12,000,000 school children will depend on school bus transportation. Nearly 200,000 buses of all types and sizes will be needed to get the job done and the people transportation costs will total more than one-half billion dollars. What's more, school bus transportation in the 60's will continue to grow and could even pass the increases witnessed in the 50's. During the last 10 years school buses in service nearly doubled. In the past two years children transported have increased 20 per cent.

4. This present picture of continued expansion indicates the need for a general review of

some of the major problems now confronting those responsible for safety in this operation. Some of these problems are outlined here, although the general solutions to them may not yet have been worked out. In the meantime, attention is directed to some possible temporary measures for meeting these problems.

Bus Accident Data

5. One of the few sources of school bus accident data is the reports from the states in the Annual Inventory Traffic Safety Activities. In 1959, 40 of the 50 reporting states submitted comparable accident data sufficient in detail for inclusion in a general summary. These 40 states operated 145,712 vehicles and transported 10,426,556 pupils.

6. These 40 states reported a total of 7,152 accidents in the year 1959—accidents involving school buses and their passengers and school bus passengers crossing highways after alighting from buses or to board them. These 7,152 accidents resulted in 56 pupils' deaths. All but three of the fatal accidents were to pupils aboard buses. The remainder were to pupils crossing highways to board or after alighting from a bus, a problem of pupil transportation separate from school bus operation. Also in these accidents, there were 2,039 non-fatal pupil injuries.

7. The 10 states whose accident reports were not complete operated 22,394 buses in transporting 1,281,452 pupils. Partial reports from these 10 states do not indicate the number of

fatal and non-fatal accidents to pupil passengers.

8. Completeness of accident reporting is not a universal characteristic of school bus operations, as doubtless is true of other types of motor vehicle operations. The motor vehicle accident summaries issued annually by state accident records bureaus do not, in every case, include data on school bus accidents. Bureau officials in some of these states maintain that the total number of school bus accidents occurring in a year makes up such a small percentage of the total number of motor vehicle accidents that it is uneconomical to spend state bureau staff time on the collection of data on school bus accidents.

9. In some states school bus accident data are gathered by both accident records bureaus and state departments of education, in others by the state department of education only.

10. However, there have been instances where school bus accident summaries from state departments of education did not tally with the summaries received from traffic accident records bureaus. In some cases the total number of accidents reported exceeded the total number reported by traffic authorities. In other cases the reverse was true. One explanation: varying definitions of a "reportable accident." A school official, for example, might require a report on an accident involving a child who had a bus door slammed on his finger—a type of accident on which traffic authorities would not gather information. Another explanation is the apparent failure of some school administrators to impress upon school bus operators the fact that the use of a special school bus accident report form does not relieve drivers from also filing traffic accident reports with traffic authorities as required by the state motor vehicle code.

11. School bus accident data seem most complete and reliable when collected (and used) by both accident records and education departments. Excellent annual summaries of school bus accidents are issued by state departments of education whose transportation directors have arranged to receive photostatic copies of all school bus traffic accidents reported to accident records bureaus.

12. As school transportation has developed, increased attention has been given to certain problems confronting those responsible for the safety of children transported to school by bus. Major long recognized problems are:

a. Safe vehicles: All buses in school service

should meet, if not exceed, current standards as found in *Minimum Standards for School Buses, 1958 Revised Edition*. Reports indicate observance of these standards is required in 42 states; recommended in three.

- b. Sufficient number of vehicles: Prior to World War II references to the necessity of providing "a seat for every child" appeared frequently in school transportation literature. Scarcity of vehicles during the war made this aim impractical and, in some states, it has not been re-established during the post war period as is indicated by the existence of permissive, stated overloads, i.e., a load in excess of the manufacturer's rated capacity of the vehicle.
- c. Vehicles maintained in a safe operating condition at all times: This involves complete inspections by trained personnel at least annually (now required in 39 states and recommended in seven), daily checks by operators of such items as brakes, provision and use of adequate maintenance facilities, and the prompt removal from service of any vehicle found to be in an unsafe operating condition.
- d. Competent drivers: Applicants for positions as school bus drivers should: be physically, mentally and morally qualified for safe operation of these buses under any conditions. The emotional factor looms large in the ability of any driver to stay accident free. Worry, fear, temper and anxiety are strong mental distractions that count heavily in the accident picture. These must be understood and controlled by people who operate school buses. Drivers should also:
 - 1) be required to take complete pre-employment and regular annual medical examinations.
 - 2) be trained prior to entry into service.
 - 3) receive on-the-job supervision to the extent necessary to maintain a high standard of efficiency and safety.
 - 4) In-service re-training also is desirable.
 - 5) The complete training program should include instruction in vehicle operation and prevention maintenance as well as such essential items as the handling of pupil passengers and means of cooperation with parents.
- e. Safe operating or transit practices: These

should cover speed of the vehicle while transporting pupils, definite plans to be put into operation if a bus breaks down on the highway, other pertinent items.

- f. Pupil passenger instruction: This is outlined in Safety Education Data Sheet No. 63.
- g. General traffic law enforcement: The enforcement of traffic laws has a direct bearing on the safety of pupils since strong traffic law enforcement influences the conduct of both the school bus operator and other motorists on the highway.

New or Changing Safety Problems

13. As school transportation grows, some new safety problems present themselves while old, long-recognized problems take on new significance. Some of these are:

- a. "Distance limitations" for determining the extent of pupil transportation within a school administrative unit. For many years this criteria seemed to be entirely satisfactory. In fact, in many states laws specify that transportation should be provided only to pupils living outside a specified radius—such as two miles from the school. With increasing frequency the wisdom of such legislation is being questioned, often by parents of children living *within* the prescribed radius. These children frequently are required to walk along state and national highways carrying a heavy volume of high speed traffic. Irrespective of any "distance limitations" it is essential that pupil pedestrians enroute to school, or to a bus stop, be given whatever specific instruction is necessary to aid them in coping with the traffic situation.
- b. Extended use of school buses: Today school buses are used on many types of trips in addition to those to and from school. Using buses for educational tours, athletic trips, etc., introduces the need for special safeguards to protect pupils and drivers traveling through unfamiliar areas. Pre-trip planning is essential and should be participated in by school administration, adults who will serve as trip chaperones, driver, parents and student leaders. A consensus should be reached on such items as the maximum vehicle speed to be permitted throughout the trip, number of hours an operator will drive during one day, etc.

Of course, another difficulty which calls for the extended use of buses is the crowded school conditions. Due to the population booms, our schools today are literally bursting at the seams. This means overcrowded buses are taking children to and from school. Our schools and school bus facilities in many cases are not capable of handling the great influx of students. Thus, many school buses have to make two and three trips each morning to pick up pupils and bring them to school and two and three trips in the afternoon to deliver children back home. Overloading, of course, besides being a hazard, can mean undue wear and tear on vehicles. Just as damaging in terms of maintenance and depreciation is the fact that school bus fleets in such cases have to make as many as 10 more trips a week than previously expected.

- c. The development of multiple-lane and limited access highways: This development in highway construction already has resulted in changes in the Uniform Vehicle Code recommendation that all vehicles approaching school buses stopped to take on or discharge passengers be required to come to a full stop before passing such school buses. In approximately one-half of the states special provisions have been written into law relieving motorists traversing some specified lanes of multiple-lane highways from responsibility for stopping for school buses traveling in the opposite direction. Some of these laws are somewhat complex and none of them seems to solve the entire problem. To illustrate: in one state, motorists using any lane of a set of lanes, and traveling in the opposite direction from which a school bus is traveling, are not required to stop for a school bus *providing* the two sets of lanes are separated by a medial strip at least 20 feet in width.

This law thus takes care of one problem. It prevents a stopped school bus from interrupting the flow of vehicular traffic on portions of a highway that may, in actual fact, be a considerable distance from that portion of the highway on which a bus has stopped. It is not equally clear, however, that this law solves a second problem—that of safeguarding school bus passengers who must cross the *entire* highway.

It would seem desirable to re-route buses to eliminate the maximum number of such crossings.

- d. The general increase in the volume of vehicular traffic throughout the country points to the need for a continuous review of all school bus routes and careful selection of "loading zones" at which pupils enter or leave buses. All loading and unloading locations must be clearly visible to on-coming traffic and all school bus drivers must give adequate notice of their intention to stop.
- e. Increased traffic volumes and frequency of stops: The frequency with which buses are permitted to stop needs careful consideration. Some traffic enforcement officers feel that a bus should not be permitted to make a second stop until it has been passed by all motorists whose travel was halted by a previous stop of the school bus. Some of these officers suggest an increase in the distance pupils walk to reach a school bus loading zone. However, parents feel that the heavier the traffic, the more frequent should be the school bus stops.
- f. Transporting pupils into urban centers: At the outset, school transportation was almost exclusively rural. Currently, more and more buses are bringing children to schools in urban centers—hence giving rise to new problems. In general, the Stop Law applies only upon highways "outside of business or residence district(s)." This may create situations confusing to children.

Re-location of loading zones may solve this problem in many cases; care by the driver and education of the pupil passenger are necessary in all cases.

- g. Transportation of the handicapped: As school buses serve more schools, they must of necessity serve more types of pupils, some of whom present special problems. In at least one state, vehicle adaptations have been made to conform to the requirements of the handicapped, permitting, for example, the loading of wheelchairs. Little information on the subject is available, however, probably because transportation of the handicapped in many parts of the country is limited to urban areas and provided by taxicab.
- h. Special buses in residential areas: School transportation by a commercial concern

transporting pupils for a fee is *not school transportation*, but may be so viewed by parents. It is essential that these operators be required to meet standards established for regular school transportation.

General School Transportation Policies

14. Safety and economy are the most important general aims of school bus transportation. To attend these within any school administrative unit there should be established a basic pattern for overall administration of school transportation. A desirable safe pattern may include:

- a. The acceptance of primary responsibility for school transportation by boards and administrators of all schools. The experience of bus, truck and passenger car fleet operators has demonstrated amply that a driver needs help to be safe. He needs an interested employer. He needs constant in-service training in safe driving techniques and attitudes. He benefits from the feeling that his safety record is of paramount importance and that he will be recognized and appreciated if he turns in a good safety record. It is recommended that a school bus supervisor be authorized to take charge of the bus drivers and be given the time and facilities to carry out the program of school bus safety. Almost any mature adult can learn the fundamentals of the job within a short time. Preferably, however, the superintendent should assign this duty to someone on the faculty or administrative staff who shows an interest in such work. If the school employs a driver education instructor, he would be the logical person to handle the job.
- b. The recognition of the responsibility of licensing, enforcement and highway administrators of all schools.
- c. The initiation and maintenance of cooperative working relationships between all agencies sharing legal responsibility for school transportation.
- d. The enactment of general enabling legislation authorizing educational, licensing, enforcement and highway officials to take whatever specific action is necessary to provide safe, efficient transportation.
- e. The provision by state departments of education of technical assistance to local school units.
- f. The exercise by the state department of

education of supervisory control vested in the department by statutes and regulations.

- g. The procurement of parental and public support of vehicular standards, driver requirements, pupil passenger control and other specific phases of the program.

For Further Information:

15. *Checklist on Safety and Safety Education in Your School*, National Commission on Safety Education of the National Education Association. 48 pp. Illustrated. 1201—16th St. N.W., Washington 6, D. C. 1953. Section XIII, pp. 28-29.
16. *Let's Be Safe Passengers*, National Commission on Safety Education of the National Education Association. Poster. 1201—16th St. N.W., Washington 6, D. C.
17. *Minimum Standards for School Buses*, 1958 Rev. Ed. National Commission on Safety Education, National Education Association. Illustrated. 1201—16th St. N.W., Washington, D. C.
18. *Pupil Transportation*, Yearbook of the Department of Rural Education of the National Education Association. 190 pp. Illustrated. 1201—16th St. N.W., Washington, D. C. 1953.
19. *Pupil Transportation Packet*, National Safety Council, Chicago 11, Ill.
20. Safety Education Data Sheet No. 13, *Passenger Safety in Public Carriers*, National Safety Council. 4 pp. Illustrated.
21. Safety Education Data Sheet No. 51, *Safety in Pupil Excursions*, National Safety Council. 4 pp. Illustrated.
22. *Safety in Pupil Transportation*. Earl D. Heath. Traffic Quarterly, April 1955. Reprints available on request from the Eno Foundation for Highway Traffic Control, Inc., Saugatuck, Conn.
23. *School Bus Patrols; Student Participation in the Operation of School Buses*, American Automobile Association. 6 pp. Illustrated. 1712 G. St. N.W. Washington, D. C., 1942.
24. *State Laws on Stopping For and Passing School Buses*, E. Glenn Featherston, director, administrator of State and Local School Systems, Office of Education, U. S. Dept. of Health, Education and Welfare, Washington 24, D. C. 4 pp. March 1955.
25. *The Expanding Role of School Safety Patrols*, National Commission on Safety Education Association. 36 pp. Illustrated. 1201—16th St. N.W., Washington, D. C. pp. 20-21. 1953.

26. *The School Bus: A Handbook for Safe and Economical Transportation*. Burton H. Belknap. Minneapolis, Minn.: Educational Publishers, 1951. Pages xi and 212.

Films

27. *Junior Safety Series*. Series of six filmstrips. Purchase. Young America Films Inc. 18 E. 41st St., New York 17, N. Y.
28. *Priceless Cargo* (16mm sound motion) b&w. 18 min. Free loan. Superior Coach Corp., Lima, Ohio.
29. *Safety on the School Bus* (16mm sound motion) b&w. 11 min. 1951. Purchase or rental. Kansas City Sound Service Co., 1402 Locust St., Kansas City 6, Mo.
30. *The School Bus and You* (16mm sound motion) b&w. 10 min. Purchase or rental. Progressive Pictures, 6351 Thornhill Dr., Oakland 11, Calif.
31. *School Bus Operation: Part 1, Bus Care and Maintenance* (16mm sound motion) b&w. 13 min. 1945. Purchase or rental. International Film Bureau Inc., 57 E. Jackson Blvd., Chicago 4, Ill.
32. *School Bus Operation: Part 2, Passengers, Driving Hazards, Safety* (16mm sound motion) b&w. 14 min. 1945. Purchase or rental. International Film Bureau Inc., 57 E. Jackson Blvd., Chicago 4, Ill.
33. *School Bus Safety* (16mm sound motion) b&w or col. 18 min. 1950. Purchase and rental. Virginia State Board of Education, Film Production Service, Richmond 16, Va.
34. *School Bus Safety* (35 mm silent slide-film) b&w. 64 frames. 1952. Purchase. Visual Sciences, Suffern, N. Y.
35. *A Question to Answer* (16mm sound motion) b&w. 3½ min. 1954. Purchase. General Pictures Production Inc., 1702 Keo Way, Des Moines 4, Iowa.
36. *And Then There Were Four* (16mm sound motion) b&w. 20 min. 1950. Loan. Modern Talking Picture Service Inc. 3 E. 54th St., New York 20, N. Y.
37. *Borrowed Power* (16 mm sound motion) b&w or col. 19 min. 1952. Rental. AAA Foundation for Traffic Safety, 1712 G. St. N.W., Washington 6, D. C.
38. *The Case of Officer Hallibrand* (16mm sound motion) b&w. 28 min. 1955. Rental. Modern Talking Pictures Service Inc. 3 E. 54th St., New York 20, N. Y.

Quantity

or

Quality?

from page 21

where safety fairies always helped pupils to be safe if the pupils obeyed the safety rules, and bad imps saw to it that the ones who didn't had accidents. The pupils would recite all the important safety facts and tests would be given to find out if they knew what they should have learned from our lessons.

As a teacher, I could be sure that I had done my part because not a single topic was unmentioned. What wishful thinking! Now I know that not much was long remembered. I certainly could not say today that the results were satisfactory.

All these thoughts are in my mind because I have to help the new student teacher who has been sent to do her practice work with me. It was a good refresher for me when we discussed

some basic principles for teaching safety. This is what we wrote:

1. The school must protect the children while they are learning to protect themselves.
2. Each child should be helped to develop self-assurance and self-care so that he learns to assume responsibility for himself and extends it for the protection of others.
3. Emphasis for safety should be on developing a sense of caution rather than fear.
4. Learning the right procedure is more effective than trying to remember what is the wrong thing to do.
5. Positive approaches should be used in developing preventive measures. Negative teaching develops fears, the ultimate effect of which is to cripple and impede thinking and proper action.
6. Emotional and social well-being is fundamental for safety. Attitudes affect action.
7. Participation in lifelike situations is much more effective than use of fanciful make-believe. Safety is living, not a fairy tale. People talk, not animals, fruits and vegetables.
8. Safety education should be developed on the basis of guiding individuals in accordance with their backgrounds, developmental levels and needed learning experiences.
9. The basis of safety education must be the development of a regard for the welfare of one's self and for the welfare of others.

As I think about these principles and the methods and materials that have proven to be effective, there is no doubt in my mind. Being able to state facts, glibly to recite safety rules, to color outlined material, to say that many phases of safety were skimmed for many pupils, to give the right answers on a test—all these are not assurance that safety has been taught.

A quality education program entails teacher understanding and listening, realization of the causes of human behavior, use of activities that enlarge horizons, building up the individual's self-responsibility and security, his feeling of recognition, of being wanted and needed. It means that we must provide experiences that will really help our children not only to know what to do but to act as safely as possible in their day by day situations. That is what the student teacher and I will try to teach for safety●

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S-1937-A

lower elementary

safety lesson

Winter Is Coming

Winter is coming. The weather is getting bad.
Animals are getting ready for winter.
They are finding a warm place to live.
They are growing warm coats of fur.



Boys and girls get ready for bad weather too.
They get out boots and rubbers.
They get out their rain coats.
They put on rain hats. They carry umbrellas.
This is a good time to think about how to be safe
in November.
Here is a game to help you.

Read the story

Add words to make a Safety Rule

Streets are sometimes slippery.
Cars cannot stop quickly.
How shall we cross the street?

Be sure cars can _____.
Then cross the street.

Now it gets dark early.
Cars cannot see us easily.
What can we do about this?

Our monthly picture tells us —
To be seen in the dark,
Wear something _____.

My rain hat keeps out the rain.
But it almost covers my face.
What can I do?

I don't let it cover my _____.
I am careful when I cross
the _____.

Mary is carrying an umbrella.
It is raining hard.
How should she hold it?

She should hold her umbrella
_____ so she can _____.



Published by the National Safety Council. Price \$.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01-1. Write the Council, 425 N. Michigan Ave., Chicago.

Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

Something to do: Take a sheet of drawing paper. Draw a picture of yourself walking to school. Write a safety story about your picture.

Let's think about *safe play*.

Sometimes we like to hike in the woods.

We like to gather nuts and colored leaves.

Are we sure we can find our way back?

Will we get home before dark?

Have we told our parents where we are going?

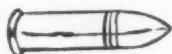


It is the hunting season.

Bill found a rifle shell.

Has it been exploded?

What should he do with it?



Show an adult where the shell is.

Here is Daddy's gun.

Is it loaded?

What should we do?

Leave guns alone. Be wise! Be safe.



Be Careful

Here is a pond.

The water is very high.

The banks are muddy.

What should you do?

Watch Out

In fall the woods are often wet.

Leaves cover roots and stumps.

They may trip us.

What should we do?

Animals get ready for winter.

Draw picture here.

Are you getting ready for winter?

Rain hat

Boots

Are you ready for wet or snowy weather?

Are you ready for early darkness?

umbrella

Are you careful in the woods?

Draw pictures of things you will do to get ready.

November 1960

upper elementary

safety lesson



S-1937-A

Preparing for Winter

Winter is coming.

It brings rain or snow and cold.

The animals are getting ready for winter.

They find a warm place to live.

They grow warm coats of fur.



People get ready for winter, too.

They think about changes in weather.

They get out special clothing.

They also think about bad weather accidents.

What do you know about this?

How can we be *SAFE* in bad weather?

Traffic Hazards

Streets are often covered with leaves.

Rain makes them slippery.

Cars cannot stop easily.

They need at least 50 feet of distance to stop.

What does this mean for *you*?

Poor Visibility

The sun sets much earlier now.

It is often cloudy or rainy.

It may get dark even before we get home from school.

We say the *visibility* is poor.

Automobile drivers cannot see us.

Clothing and Danger

Our clothing may be a hazard.

Does our rain hat cover our eyes?

Do we keep our heads down in the rain?

How do we hold our umbrella?

Bicycle Riders

When it is dark, automobile drivers may not see you.

When it is wet or icy, your wheels may slip.

You may fall underneath a car.

Suggestion

How far is 50 feet?

Measure it off.

Learn to estimate it.

A Good Rule

Wear something _____ when out at night, as we see in this month's picture.

Suggestion

Don't be an ostrich.

Keep your head _____.

Not _____.

Safety Tips

Be sure you have a *light* and a *reflector*.

If it is slippery, _____ your bike home.



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Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

A Fall Hike

Do you like to walk in the woods in the fall?
The ground is soft and damp. It is very quiet.
We can pretend we are explorers or hunters.
We wouldn't want to spoil our fun with an accident.
Let's see what *precautions* we can take:



Getting Lost

Can we surely find our way back?
Will we get back before dark?
Do our parents know where we are?

Make suggestions here:

Safe from People

Is this a hunting area?
Will someone be shooting here?

Suggestions:

Ponds and Streams

Rains have flooded ponds and streams.
Their banks are very slippery.
Tree trunks along the edges are slippery.
Thin ice may have formed on them.

Suggestions:

Odds and Ends

Roots and stumps are covered with leaves.
We cannot see them as we walk along.
Paths on hillsides are wet and slippery.
Bare branches overhead are hard to see.

Suggestions:

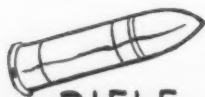
What Should You Do If:

You find a rifle or shotgun shell?

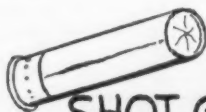
You find Dad's gun outside the case?

You find a blasting cap?

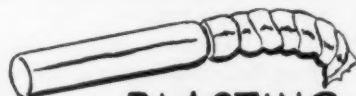
(Helpful clue: Remember that *adults* know best about dangerous things.)



RIFLE
BULLET



SHOTGUN
SHELL



BLASTING
CAP



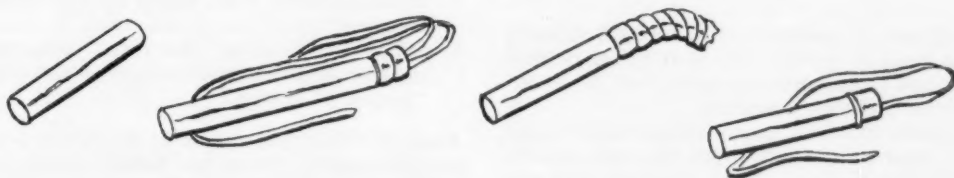
S-1933-A

junior high school safety lesson

It Happens Every Year

Over 2,400 people are killed each year by firearm accidents. They are similar to the one portrayed above in the visual aid supplement in that they usually occur as a result of *carelessness*.

While guns and ammunition cause most of the firearms deaths, another "killer" is beginning to be of major concern in this field. This "killer" is small but deadly, innocent-looking but extremely dangerous; it is the blasting cap. Pictured below are the various kinds of blasting caps. Learn what they look like.



Blasting caps are small copper or aluminum cylinders, usually about 1½ inches long and not quite as big around as a lead pencil.

The caps may or may not have wires attached. They may vary in size and color. But whether or not they have wires or fuses—they may explode if punched with a pin, a nail or even a stick. Heating blasting caps with a match, throwing them into a fire or pounding them with a hammer or stone will cause them to explode.

Know What To Do

If you see blasting caps in places where children can easily get them, don't touch them. Immediately notify the police or some law enforcement agent who will know how to dispose of them safely. In addition, the law enforcement agent can trace the source and prevent future carelessness.

A Word on Fireworks

While many states have outlawed the sale of fireworks for public use, some states still allow them to be sold. In 1938,

only Iowa, Michigan and New Jersey had adequate fireworks legislation. The yearly rate of injuries and deaths attributed to fireworks, however, caused other states to do likewise. By 1952, 32 states had adopted legislation regulating or prohibiting the sale and/or use of fireworks. Since then, additional states have passed legislation regarding fireworks.

Those states that still permit the sale of fireworks, however, enable some people to purchase fireworks and transport them to their own states for use. Usually, this is against the law. Most local ordinances prohibit *the use* of fireworks.

Let's look at some of the reasons why fireworks are considered dangerous.

The Torpedo consists of a large cap surrounded by coarse sand. The cap will explode if thrown on a hard surface causing the sand to explode. Eyes could be put out or injured.

The Rocket consists of a powder charge packed in one end of a tube. The powder burns and drives the tube ahead. The tail



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Prepared by Vincent McGuire, professor, Secondary Education, University of Florida, Gainesville, Florida.

on the tube is supposed to stabilize the rocket in flight. A warped tail or a sudden gust of wind, however, can cause the rocket to dip and shoot down. Rockets can cause severe burns.

Flash Crackers are considered high-order explosives (they go off quickly), while other firecrackers are considered low-order explosives (they go off more slowly). They contain a mixture of potassium chlorate and sugar and are extremely sensitive to shock.

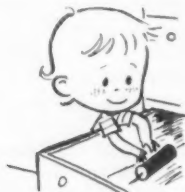
There are other types of fireworks that are equally as dangerous. More dangerous, however, are the actions usually associated with firecrackers.



Often a firecracker is lit and thrown but fails to go off. When it is considered a "dud" and someone examines it—it explodes without warning.

Some children place firecrackers under tin cans to see how high the can will be shot into the air. Often, however, the can or pieces of the can are hurtled with dangerous speed toward the observers.

Firecrackers stored in hot places or within easy reach of small children are always potential dangers.



If you must have fireworks, have them at a supervised public display. The professionals who put on the display know how to minimize the hazards.

Statistical Analysis

In order to study any kind of large problem, the first step is to gather the information or the statistics about the problem. The second and often more difficult step is to analyze and interpret the information. Shown below are two simple groups of statistics. Analyze each and then answer the questions following each table.

Table I—Firearm Deaths
by Age and Sex

All Ages	2,369
Under 5	67
5 to 14	482
15 to 24	618
25 to 34	309
35 to 44	252
45 to 54	286
55 to 64	201
65 to 74	117
75 and over	35
Sex	
Male	2,095
Female	274

1. Do you fall into the age groups that rank first and second in number of fatalities? _____
2. What per cent of the total number of deaths occur in the 5 to 24 year old groups? (round to the nearest whole number) _____
3. What per cent of the total number of deaths were females? _____
4. Does the low per cent of female deaths indicate that safety training should be stressed more with males rather than females? _____
5. What per cent of the total firearms deaths and injuries occurred in the "under 5" group? _____

Answers: 1—Yes; 2—46%; 3—12%; 4—not necessarily, even one female death is sufficient to warrant safety training; 5—you can't tell since the table shows deaths only, not deaths and injuries.

Table II—Firearm Deaths
by Month

January	165
February	135
March	151
April	108
May	130
June	156
July	153
August	191
September	180
October	243
November	291
December	299

1. Why, in your opinion, do most of the firearm deaths occur in October, November and December? _____
2. What per cent of the total does the total for the three months mentioned above come to? (round to the nearest whole number) _____
3. What is the *average* monthly death figure? _____
4. How many months have death totals above average? _____

Answers: 1—Hunting season; 2—38%; 3—184; 4—4.

November 1960

senior high school

safety lesson



S-1938-A

Truth Is Stranger Than Fiction

As you look at the visual aid supplement above you may say to yourself, "Aw, that kind of thing never happens—people just aren't that stupid." If they could, thousands of people would tell you that you're wrong. Unfortunately the thousands can't speak; they're dead—because of firearms accidents. *Each year over 2,400 people die from firearms accidents.* If you still doubt the foolishness of people and guns, read the following accounts quoted directly from newspapers.

CHICAGO (AP)—A father of five children, dressed in a cowboy hat and practicing fast draws with one of his 30 guns "like they do on television," fatally shot his 14-month-old son Wednesday night, police said.

The boy, named Wyatt Earp, was killed, police said, by a single shot when he toddled in front of his father in the family's Northwest Side home.

The police said the walls of the living room are filled with holes apparently caused by bullets which have been fired over a period of time.



HARRISBURG, PA. (AP)—When an irresponsible hunter starts blazing away with his firearms, one place appears to be about as safe as another.

A compilation of human gunfire

For a description of still another type of accident, have one member of the class go to the library and read page 80 of the December 20, 1954, issue of *Life* magazine if it is available. Have him report back to the class on what happened to Gary Cooper.

casualties by the Pennsylvania Game Commission shows that open fields were a trifle more dangerous than dense brush, that woodchuck hunting killed almost as many humans as deer hunting, and that most humans were killed in fair weather.

The state researched 34 fatal accidents.

CAIRO, GA. (AP)—Samuel Stanaland grabbed his shotgun to kill a snake and lost part of his left leg as a result.

Stanaland, 33, was in satisfactory condition today after the leg was amputated. He gave the police this account of the accident:

While driving his car from Cairo to Meigs, he saw a huge rattlesnake crossing the road. The gun went off accidentally when he picked it up and the charge shattered his leg near the ankle.

He applied a tourniquet and drove four miles to a grocery store where an ambulance was summoned to carry him to the hospital.



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Prepared by Vincent McGuire, professor, Secondary Education, University of Florida, Gainesville, Florida.

"Gunning" for Knowledge

Directions: Test your knowledge of firearms and ammunition by checking the *best* phrase that will complete and make each statement a good safety rule.

1. Don't shoot at a hard flat surface, or at game on water because
 - A. The glare from such a surface may cause you to miss.
 - B. The bullet may ricochet.
 - C. It's too hard to judge the correct distance on such surfaces.
2. A gun should be carried so that you can control the direction of the muzzle at all times because
 - A. You can shoot much faster at suddenly appearing game.
 - B. You stand a better chance of keeping dirt out of the barrel.
 - C. The gun may go off accidentally.
3. Always make sure your gun barrel is clear of obstructions before you shoot because
 - A. Otherwise, the barrel or breech might explode.
 - B. Otherwise, the bullet won't go straight.
 - C. Otherwise, the bullet won't fire.
4. When hunting, be sure of your target before you pull the trigger because
 - A. Other hunters are often killed because they are mistaken for game.
 - B. You might shoot an animal you don't intend to shoot.
 - C. It's a poor policy to come home empty-handed.
5. Always treat every gun as if it were loaded because
 - A. You can improve your gun handling ability by aiming it and squeezing the trigger.
 - B. You can't tell whether or not it's loaded just by looking at it.
 - C. It may be loaded.
6. When hunting or target shooting never leave your gun unattended because
 - A. It may be discharged by something knocking it over or by some young person not knowing better.
 - B. Some person may steal it.
 - C. You may forget where you left it and thereby lose a good gun.
7. Don't climb a fence or a tree with a loaded gun because
 - A. You may drop the gun and break it.
 - B. You run the risk of falling when you climb while carrying something.
 - C. The gun may discharge by having the safety or trigger caught on something or by being dropped.
8. If a cartridge won't go into the breech easily you should
 - A. Exert pressure until it's firmly in place.
 - B. Not force it; instead, remove it and don't use it.
 - C. Put oil around the breech to let the cartridge slide in more easily.

Answers: 1—B, 2—C, 3—A, 4—A, 5—C, 6—A, 7—C, 8—B.

Help the Girls Too!

Most boys know quite a bit about hunting, firearms and ammunition. Girls, however, have a definite need for this knowledge as potential homemakers. Ask a committee of "experts" to prepare short talks and demonstrations on the following topics.

- The safe storage of guns and ammunition
- How a bullet or shell is exploded
- How far various guns shoot
- The various parts of guns and how they operate

Make certain that the "experts" can back up their talks with evidence, and make doubly certain that any demonstrations are *safe*.

Methods in Focus

from page 4

and upper grades. Here there are opportunities for observing and practicing correct procedures in lighting matches and burners, burning materials, heating contents of test tubes, boiling water and connecting hot plates. The expansion of solids due to applied heat provides experiences with heated materials and protective measures. There may be some who might interpret a "safe environment" as one in which the experiments with heat and fire are omitted completely or at least limited to teacher demonstrations. However, children continue to have experiences with fire and heated materials in out of school activities. Therefore, by practicing correct and thoughtful procedures under teacher guidance, there is growth in understanding hazards and emphasis is given to proper knowledge, skills and attitudes.

Cleaning cages, aquaria and terraria, handling plants and animals, studying insects and soil are a few classroom situations which offer additional opportunities for understanding the scientific principles related to health, safety and daily living.

By teaching science in the elementary school and applying science principles to situations in the environment, thoughtless, reckless or random behavior may be reduced. Opportunities to develop the ability to make intelligent decisions for safe living, to relate previous learnings as they apply to new situations, to think through each new circumstance will result in an increased sense of personal responsibility and capacity to adjust to a changing environment●

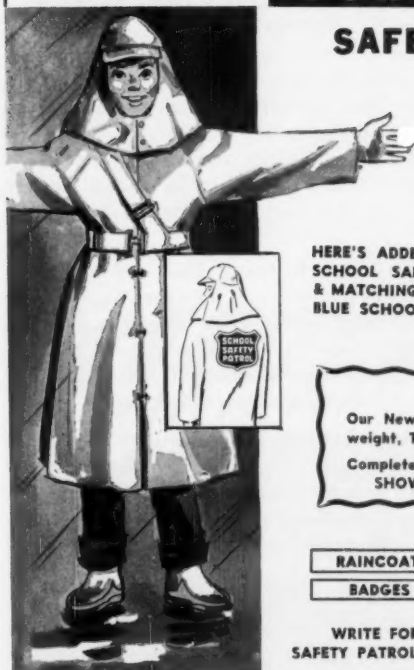
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WRITE FOR 1961
SAFETY PATROL CATALOG

SAMPLES PROMPTLY SUBMITTED UPON REQUEST

Conney Products Co.
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Safety Was A Bore

RECENTLY, I had a delightful but bewildering experience. I was asked by my college sorority's national magazine to do an article on student housing fire safety. And I thought, "What fun talking to the girls!" Then I froze. How can I tell them the things I now think are so important but at that time thought were so silly?

Because "that time" wasn't so long ago, I vividly recall thinking that safety was a bore and accident prevention "for others"—the weak, conservative, the no-fun-out-of-life types. But why? Well, I remember . . .

We thought things like fire drills were childish. Oh, we drilled three times a year as university officials told us to. And "we did great"—got everyone out in 45 seconds. Glad we were never put to the test! Fire drills were a bother—got us out of bed at awful hours and had us doing all the things we've done since grade school. We knew what to do: you grab a coat and towel, open the blinds and close the window, shut the door and walk (don't run) down the main stairs. Sometimes in our sleepy stupor we got confused and had to stop to think if you open the blinds and close the window or close the blinds and open the window. Perhaps that was one problem—we were too concerned with details rather than the danger.

Our drills were run by a student—that's good. But always the same student—that's bad. The alarm was loud—that's good, but sounded like an alarm clock—and that's bad. Come to think of it, the alarm was only a portable, hand bell and I have no idea where it was kept.

Drills were always at night and our feelings were always: "Let's get this over with and get

back to bed." The drill captain drawled, "No one got burned" or "you last two girls burned to death" and we all laughed. We thought the danger was the flames, and didn't know gases, heat and smoke were our worst enemies. What might have happened if we'd rung the bell during mealtime or at chapter meeting? What if we blocked the main stairway when everyone was in that semi-conscious state? Yet, our reports to authorities said, "Drill held and successful" and they were satisfied and pleased that we were cooperating.

You know, the only post-drill discussion we ever had dealt with who didn't close her window or who left her blinds down. We never talked about things like: how a human being reacts in an emergency, what makes him do what he does, why we don't have time to reason out the dangers, figure out a solution and then apply this to emergency action. No one told us that we had to form automatic responses which would take over if our minds went blank in an emergency. We formed habits, like closing the windows—but also ones like going down the main stairs.

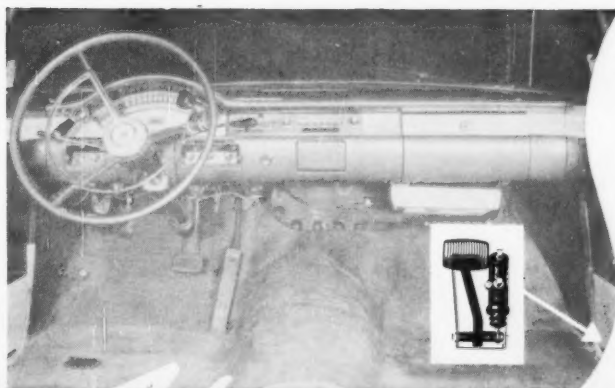
Approaching the fire problem in a more complex manner would have intrigued us. We felt like adults and wanted to be treated as such. We would have been stimulated and challenged trying to figure out "what would you do if—" or "what is the psychology behind panic?"

Maybe that's why safety was a bore. This is what I've got to try and get across in the article for the sorority magazine, because college students are ready—and willing—to handle problems intellectually, rather than mechanically●

rum

Coming Features Next Month

- ▶ What driver education teachers should know about traffic engineering.
- ▶ Science series — discussing three concepts, the author shows how each can be graded and applied to the primary, intermediate and upper grade levels.
- ▶ Fifth graders from a large Canadian school district trudge through the snow to learn to swim in the winter.
- ▶ Recognizing emotional problems of children which could lead them to have accidents.
- ▶ Round-up summary of the school and college sessions at the National Safety Congress.
- ▶ Suggestions of educational projects for college students studying safety.
- ▶ Report of a 50-state study by the National Safety Council of holiday traffic accidents.



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